



# ENVIRONMENTAL AWARENESS ATTITUDE OF GRADUATE STUDENTS IN RELATION TO GENDER AND STREAM

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## ABSTRACT

The heredity and environment are the two major factors in the development of personality of an individual, but behaviorists are of the view that environment is all in all in the development of personality and heredity is nothing to do in it. It is the environment cannot induce that traits and abilities which are inborn of an individual. The need of the hour to implement Environmental Education in full swing. Because, education can contribute to the improvement of relationships between people and their environment awareness and involvement of the civil society in a precondition of checking environmental degradation, so for that we should create environmental awareness in between people for the sake of our green planet. Most of Graduate's don't know about environmental problems and current issues. But in present it is must to aware the graduate's about the environmental problems and issues. Although huge amounts are being spent on environmental education awareness program still it is distanced from the goal of education.

**KEYWORDS:** Environment, awareness, attitude, graduate students.

## INTRODUCTION:

Education; adequate in quality and scale is the most powerful instrument for achieving goals of economics development, technological progress and also establishing social justice and equal opportunity. Education for all is an international commitment to ensure that every child receives basic education of good quality. But education for all has not given sufficient attention to some marginalized groups of children. According to Sharma S.P. (2006:3), "all kinds of activities which aim at developing the knowledge, moral values and understandings required in the work of life constitute what we mean education. Simultaneously, I also foster a deeper and harmonious form of human development which leads to reduction brings about modification of behavior in an individual through his continuous and intensive interaction with the environment." Education by its very nature influences and however, the content and process of education need to be continuously renewed in order to keep them in tune with the changing need, aspirations and demands of the Society. Education begins with wonder, a thrill of the mysterious. Native human urge of curiosity drives the mind to unravel the mystery drives of the unknown.

## Education and Environment:

The heredity and environment are the two major factors in the development of personality of an individual, but behaviorists are of the view that environment is all in all in the development of personality and heredity is nothing to do in it. It is the environment cannot induce that traits and abilities which are inborn of an individual. Environment can develop inborn abilities and traits. Bernard has defined the relationship of environment and education (Sharma R.A., 2007:45); "The educational process of development is organized formally in the educational institutions, classrooms, where an interaction takes place between teacher and thought. A teacher performs certain activities verbally and non-verbally to generate conducive social and emotional climate to provide the new experiences to his students for desirable changes and modifications in their behavior, thus process of development takes place in schools. The organization climate and health of the institutions also provides new experiences to their students. Thus, educational process of development occurs in physical, social, cultural and psychological environment."

## Environmental Education:

Environmental education is education through environment, about environment and for environment. It is both a style and subject matter of education. In so far as the style is concerned. It means using environment as a teaching-learning aid and as an approach to education. In so far as the subject matter or content is concerned. It means teaching about the components and constituents of environment. In so far as the teaching for environment is concerned. It means controlling the environment establishing proper ecological equilibrium which entails proper use and conservation of resources and also involves control of environmental pollution. The Report of a conference of African Educators held at Nairobi in 1968 said (Haseen Taj, 2011:256); "To create an awareness and an understanding of the evolving social and physical environment as a whole, its natural, manmade, cultural, spiritual resource, together with the rational use and conservation of these resources for development."

## Developing Environmental Awareness Attitude:

The United Nations Conference of Human Environment (Stockholm, June 1971) was a major event for concerned with the quality of the world environ-

ment. One of the recommendations of the conference resulted in the creation of United Nations Environmental Programme (UNEP) while other recommendations specially constituted the foundation of framework for co-operative effort in International. Which state that Environmental Awareness attitude may be developed by:

- Identifying; analyzing and understanding the needs and problems of personal life including health, vocation etc.
- Social life at different levels viz. family, caste, community, religion, town or village life, state and country.
- National life including civics, economics etc. Environmental awareness may also be developed when we -
- Appreciate, promote and use the environment to improve health, vocation and social and national life.
- Interact with government and social agencies and utilize the development facilities provided by these agencies is his/her individual capacity and also for organizing certain community activities.
- Develop the aesthetic sense to appreciate beauty and adopt it in personal and social life.

## University Grant Commission makes Green Studies Compulsory:

After Supreme court's directive to the UGC introduce a basic course in environment, an expert committee had been appointed by the UGC in 2003. The objective of the expert committee was to frame a core module syllabus for environmental studies for undergraduate courses in all branches of higher education. From the year 2004-05, this directive while giving a much-needed thrust to the cause of environmental education concerns. UGC Committee decided the object of core module EE to create an increased sensitivity among students for environment issues and energies them into doing for the Environment. According to this object the core module will carry four credits and the exam paper will be for 100 marks. Students will require passing in the subject. The syllabus will include both classroom learning as well as field work, and will be divided into eight units spread over 50 lectures. The first 45 classroom-based lectures will be aimed at inculcating a positive attitude towards the environment. Biodiversity and conservation, environment pollution and social issues are among the subjects that will be covered. Field work will include natural habitats and polluted sites and study of simple eco-system.

## Need and significance of Research:

The need of the hour to implement Environmental Education in full swing. Because, education can contribute to the improvement of relationships between people and their environment awareness and involvement of the civil society in a precondition of checking environmental degradation, so for that we should create environmental awareness in between people for the sake of our green planet. To foster Environmental Education, awareness is one of the main factors of awareness and concern about economic, social, political and ecological interdependence. Graduates must have a good grounding in environmental protection awareness and sustainable development. Unfortunately at present Higher Educa-

tion in such topics appears to be almost entirely absent. Most of Graduate's don't know about environmental problems and current issues. But in present it is must to aware the graduate's about the environmental problems and issues. Although huge amounts are being spent on environmental education awareness program still it is distanced from the goal of education. Hence an attempt is being made to study environmental education awareness attitude.

#### Statement of the Problem:

"Environmental Awareness Attitude of Graduate Students In Relation to Gender and Stream"

#### OBJECTIVES OF THE STUDY:

- To know the present curriculum of environmental education at graduate level.
- To study attitude of boys belonging to arts, commerce and science streams towards environment in day to day life.
- To study attitude of girls belonging to arts, commerce and science streams towards environment in day to day life.

#### HYPOTHESES:

**H<sub>1</sub>:** There is no significant difference in the attitude of boys belonging to arts, commerce and science streams towards environment in day to day life.

**H<sub>2</sub>:** There is no significant difference in the attitude of girls belonging to arts, commerce and science streams towards environment in day to day life.

#### METHODOLOGY OF THE STUDY:

The present research surveys the attitude of boys and girls students towards the environment awareness attitude at graduate students. Descriptive method investigates phenomena in their natural setting. Hence the descriptive method of research was found the best suited for the present investigation. Present research problem under investigation, the population consists of boys and girls students admitted in the third year B.A., B.Sc., and B.Com., in the affiliated colleges of Sant Gadge Baba Amravati University, Amravati. Researcher developed an attitude scale for collection of facts.

#### Analysis and Interpretation of Data:

Comparison of environment attitude in day to day life among boys belonging to arts, commerce and science streams by using analysis of variance (ANOVA):

To find out whether there is any significant difference in the attitude of boys towards environment in day to day life belonging to arts, commerce and science streams, the researcher used single classification analysis of variance (ANOVA) for the 135, 120, and 79 boys respectively in following tables.

**Table 1.1: Mean difference in the attitude of boys towards environment in day to day life belonging to arts, commerce and science streams**

Streams	Number of boys N	Grand Sum $\sum x$	Sum of Squares $\sum x^2$	Mean M
Arts	135	$\sum x_1 = 5793$	$\sum x_1^2 = 252269$	$M_1 = 42.91$
Commerce	120	$\sum x_2 = 5183$	$\sum x_2^2 = 227135$	$M_2 = 43.19$
Science	79	$\sum x_3 = 3405$	$\sum x_3^2 = 148711$	$M_3 = 43.05$

Ref.: The facts and the figures in the above table are based on the basis of field data collected.

It is observed from the above table that the mean of boys belonging to commerce stream (43.19) was found to be higher than means of boys belonging to science stream (43.05) and arts stream (42.91). In order to test whether the mean differences were significant, ANOVA was used. The results were presented in the following table 1.2

**Table 1.2: Computation of values on mean square variance in the attitude of boys belonging to arts, commerce and science streams**

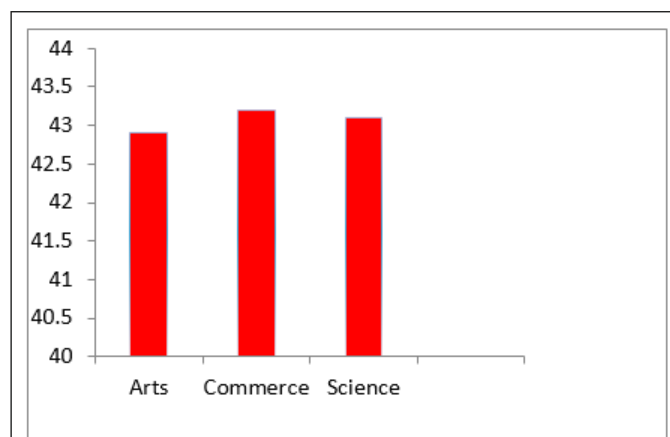
Source of Variance	Sum of squares	Degree of freedom df	Mean square variance	Significant
Between the groups	$S_b^2 = 5.19$	2	2.595	Not Significant
Within - groups	$S_i^2 = 8913.92$	331	26.930	

Ref.: The facts and the figures in the above table are based on the basis of field data collected.

$$F = \frac{\text{Mean Square Variance Between Groups}}{\text{Mean Square Variance Within Groups}} = \frac{2.593}{26.930} = 0.0963$$

For 2 degrees of freedom, the table critical value of F = 19.50 at 0.05 level of significance and for 331 degrees of freedom, the table critical value of F = 99.50 at 0.01 level of significance. (Mangal S.K. 2010:Table-R)

The obtained value of F = 0.0963 is not significant at 0.05 and 0.01 levels of significance. Therefore, there is no significant mean difference in the attitude of boys belonging to arts, commerce and science streams towards environment in day to day life. The difference between the means of boys belonging to arts, commerce and science streams towards environment in day to day life is shown in the figure 1.1



**Figure 1.1 Mean differences in the attitude of boys towards environment attitude in day to day life belonging to arts, commerce and science streams**

#### Comparison of environment attitude in day to day life among girls belonging to arts, Commerce and science streams by using analysis of variance (ANOVA):

To find out whether there is any significant difference in the attitude of girls towards environment in day to day life belonging to arts, commerce and science streams, the researcher used single classification analysis of variance (ANOVA) for the 213, 137, and 91 girls respectively in following tables.

**Table 1.3: Mean difference in the attitude of girls towards environment in day to day life belonging to arts, commerce and science streams**

Streams	Number of girls N	Grand Sum $\sum y$	Sum of Squares $\sum y^2$	Mean M
Arts	213	$\sum y_1 = 9127$	$\sum y_1^2 = 396511$	$M_1 = 42.84$
Commerce	137	$\sum y_2 = 5785$	$\sum y_2^2 = 246993$	$M_2 = 42.22$
Science	91	$\sum y_3 = 3792$	$\sum y_3^2 = 142594$	$M_3 = 41.67$

It is observed from the above table that the mean of girls belonging to arts stream (42.84) was found to be higher than mean of girls belonging to science stream (42.22) and arts stream (41.67). In order to test whether the mean differences were significant, ANOVA was used. The results were presented in the following table 1.4

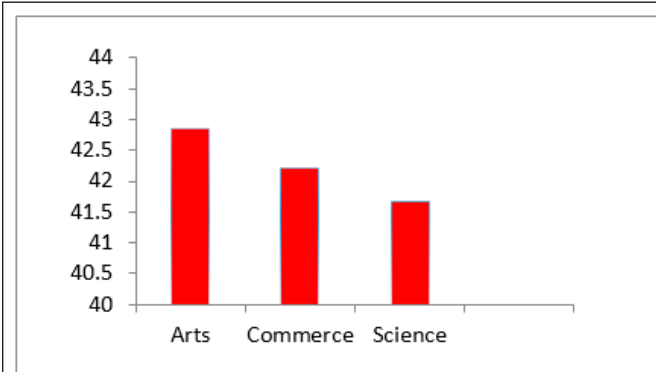
**Table 1.4: Computation of values on mean square variance mean difference in the attitude of girls belonging to arts, commerce and science streams**

Source of Variance	Sum of squares	Degree of freedom df	Mean square variance	Significant
Between the groups	$S_b^2 = 95.59$	2	47.795	Not Significant
Within - groups	$S_i^2 = 7189.11$	438	16.413	

$$F = \frac{\text{Mean Square Variance Between Groups}}{\text{Mean Square Variance Within Groups}} = \frac{47.795}{16.413} = 2.9120$$

For 2 degrees of freedom, the table critical value of F = 19.50 at 0.05 level of significance and for 438 degrees of freedom, the table critical value of F = 99.50 at 0.01 level of significance.

The obtained value of F = 2.9120 is not significant at 0.05 and 0.01 levels of significance. Therefore, there is no significant mean difference in the attitude of girls belonging to arts, commerce and science streams towards environment in day to day life. The difference between the means of girls belonging to arts, commerce and science streams towards environment attitude in day to day life is shown in the figure 1.2



**Figure 1.2: Mean difference in the attitude of girls towards environment attitude in day to day life belonging to arts, commerce and science streams.**

#### Testing of Hypothesis:

**H<sub>1</sub>:** There is no significance difference in the attitude of boys belonging to arts, commerce and science stream towards environment in day to day life.

From the table No.1.2 the obtained value of  $F = 0.0963$  is not significant at 0.05 and 0.01 levels of significance and hence, the null hypothesis is accepted. Therefore, there is no significant difference in the attitude of boys belonging to arts, commerce and science streams towards environment attitude in day to day life.

**H<sub>2</sub>:** There is no significance difference in the attitude of girls belonging to arts, commerce and science stream towards environment in day to day life.

From the table No.1.4 the obtained value of  $F = 2.9120$  is not significant at 0.05 and 0.01 levels of significance and hence, the null hypothesis is accepted. Therefore, there is no significant difference in the attitude of girls belonging to arts, commerce and science streams towards environment attitude in day to day life.

#### CONCLUSION:

There is no significant difference in the attitude of boys belonging to arts, commerce and science streams towards environment attitude in day to day life and no significant difference in the attitude of girls belonging to arts, commerce and science streams towards environment attitude in day to day life. In almost undergraduate institutes an environmental education subject is being taught at second year level. The University prescribed a curriculum of environmental education at graduate level but the examination is conducted by the institute and grades are being allotted to the students, obviously it lacks seriousness in learning environmental subject. In most of the institutes guest lecturer was appointed for teach subject environment.

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